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口译学能测试构想效度初探

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口译学能测试构想效度初探

On the Construct Validity of Aptitude Tests for Interpreting

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## **Abstract**

The qualities of trainees are closely interconnected with the efficiency of interpreter training. Therefore, as a key screening tool, aptitude tests for interpreting have become an integral part of interpreter education. Among the research on aptitude tests for interpreting, the question of whether they test what they are supposed to test has long been a primary concern to trainers and researchers in interpreting community. This question involves one key issue in test development-construct validity. Construct validity deals with the vital questions of whether a test measures what it is intended to measure and what skills and abilities need to be tested. In this thesis, construct validity serves as a theoretical framework for the development of valid aptitude tests, which is aimed to facilitate the selection of suitable candidates for interpreter training.

The thesis is divided into six chapters.

The first chapter introduces the research background, research significance and research question.

The second chapter focuses on the development, importance and definition of construct validity, establishing a theoretical framework for the discussion of constructs of aptitude for interpreting and the development of valid aptitude tests.

The third chapter first probes into the definition and importance of aptitude tests for interpreting, and then provides a literature review of the research on aptitude and aptitude tests for interpreting over the past few decades. After that, attention is paid to the analysis of the aptitude tests administered by twelve interpreter training programmes for Chinese stream across the world.

The fourth chapter is devoted to different aspects of interpreting as a profession, process models of interpreting and the characteristics of interpreter training, which lay a foundation for the discussion in the following chapter.

On the basis of the previous analysis, the fifth chapter first makes a comparison between aptitude tests for interpreting and other interpreting assessments. After that,

based on the characteristics of interpreter training, the interpreting process and desirable traits in sought-after candidates, the thesis defines the constructs of aptitude for interpreting and puts forward a tentative proposal for valid aptitude tests.

The sixth chapter concludes the thesis.

**Key Words:** construct validity; aptitude for interpreting; aptitude tests

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## 摘要

学生的素质与口译教学的成败息息相关。作为选拔培养对象的关键环节，口译学能测试已经成为口译教学的重要组成部分。在关于口译学能测试的研究中，口译学能测试是否有效测试学生接受口译培训所应具备的素质，一直都是备受关注的重要问题。这一问题涉及语言测试的一个核心方面，即构想效度。构想效度探讨一项测试是否测到了人们所期望它测到的内容，是否包括所需测试的各项素质。本论文以构想效度为理论框架，探讨口译学能测试的开发和设计，旨在提高口译学能测试的有效性，促进口译人才的选拔。

论文共分六章。

第一章阐述本论文的研究背景，研究的意义及课题。即口译学能测试应该包含哪些“构想”？

第二章介绍了构想效度的发展，重要性及定义，为后文探讨学能测试的构效及测试方案的提出奠定理论框架。

第三章关注口译学能测试的定义和重要性，并回顾了目前已有的对口译学能及学能测试设计的研究，之后对目前全球 12 所开设中英口译方向的口译院校进行的口译学能测试进行分析。

第四章介绍了口译的定义、分类和过程模式及口译教学的特点，为后一章探讨口译课程入学时学员所应具备的素质做准备。

第五章在前几章分析的基础上，首先区分口译学能测试与口译教学的中期测试和毕业考试。之后，结合口译课程的特点、口译的过程及优秀口译学员心理特质，本文提出了口译学能测试所应包括的“构想”，并提出相应的测试方案。

第六章为本论文结语。

**关键词：**构想效度 口译学能 学能测试

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## Chapter 1: Introduction

### 1.1 Research background

In the overwhelming trend of globalization, the whole world is integrating economically, politically and culturally. Against this background, the increasing international contacts and cooperation have fostered and fuelled the rapid development of interpretation as a specialized occupation. As linguistic and cultural bridges, interpreters are in great demand both at home and abroad because of their crucial role in ensuring effective and successful communication among people from different countries and regions.

As a matter of fact, interpreting, as a millennial human practice, came into being even before the invention of writing and translation, and has been widely used since people who spoke different languages began to migrate and communicate with one another (柴明颀, 2007: 12). The migrants who had some knowledge of two languages always served as an intermediary to bridge linguistic barriers and make the communication possible (ibid). However, despite some evidence of the role and status of interpreters throughout the ages, for the most part, interpreting was considered too common and unspectacular to merit special mention and was not associated with a professional status and job definition (Pöchhacker, 2004: 27-28).

It is until the 20<sup>th</sup> century that interpreting practice began to be recognized as a profession. Professor Mantoux's impressive consecutive interpreting at the Paris Peace Conference after World War I in 1919 marks a fundamental turning point in the history of interpretation, which ushered in the transition from "chance interpreters" to the corps of specially skilled professionals working in international organizations (ibid: 28). Vis-à-vis "chance interpreters" who dealt with daily talks sentence by sentence, professional interpreters provided consecutive interpretation of sophisticated speeches on different subjects segment by segment which thus requires specific interpreting skills, including note-taking, memory, and analytical



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